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Presented is a project proposal for improving the assimilation of Puerto Rican and foreign born students in Hoboken, New Jersey. The project, to be funded by the Elementary and Secondary Education Act, Title III, intends to aid acculturation by giving school staffs an "in-depth experience" in Puerto Rico. It is felt that this field trip will result in attitudinal changes, curriculum and instructional innovations, and improved rapport within the community. (See also UD 006852.) (NH)

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ASSIMILATION

9.4%
34. %
43.4%

THRU

CULTURAL UNDERSTANDING

BOARD OF EDUCATION - HOBOKEN, NEW JERSEY

UD 006 853

TITLE III - PROJECT I

HOBOKEN, NEW JERSEY

OPERATION ASSIMILATION THROUGH CULTURAL UNDERSTANDING

ABSTRACT

A. This proposed project will train and retrain school staff and through involvement affect the community power structure in order to understand the multi-cultural aspects of our Puerto Rican, Foreign Born and all culturally unassimilated groups. By developing the positive values of the various groups so that they can be reflected in the school curriculum and life of the community, a rapport will be produced which will develop the climate necessary for assimilation.

B. A growing percentage of Puerto Rican children (3% in 1953 to 34% in 1967) coupled with a Foreign Born group (9.4% representing 33 countries) has produced a situation in which over 43% of our school population is culturally unassimilated and linguistically handicapped. The magnitude of the problems produced by this situation is such that it has affected the learning climate for the remaining 57% of our student population. This problem has had its impact on the non-public schools, particularly at St. Joseph's School, which now has an enrollment of 50% Puerto Rican children.

C. We feel that this innovative approach to assimilation by giving school staffs an in-depth experience in understanding the culture of Puerto Ricans by an "on-site confrontation at the primary source" will produce the needed changes in attitudes, curriculum, and approaches needed to effectuate assimilation.

Puerto Rico is closer to Hoboken and New Jersey than many parts of our continental United States. This availability of visitation will be utilized as part of the strategy to break down many of the negative middle-class attitudes held by staff and community which are retarding assimilation.

D. A voluntary and self-financed trip to Puerto Rico in November, 1966 by 90 representatives of the school staffs and communities of Hoboken, Jersey City, Union City, Vineland and Jersey City State College, produced the kind of understanding vitally needed in this area. The interest stirred in many of the New Jersey communities facing similar problems coupled with the positive reaction in Hoboken has encouraged us to develop this project.

It is thus proposed this unique community become the Repository and Expository site for application of research and experimentation in the area of concern.

E. Our objectives include, developing understanding of the multi-cultured children in our schools, identification, assessment of their human potential, development of school and community rapport needed to permit enrichment of total culture of a community, development of the instructional materials and techniques required, prepare and train staff and prospective teachers to meet the needs of classes with high percentages of culturally unassimilated and linguistically handicapped children, serve as a Model Demonstration Laboratory for the development of practices and procedures for communities in the State and Nation who have similar problems.

F. During phase one of this project, a Task Force will be formed to visit, study research, and organize all the procedures which will eventually be used to meet our objectives.

Phase two, the operational phase, will utilize the suggested pilot programs as developed from the planning phase. It is apparent, at this time, that techniques and procedures suggested from the planning phase, will encompass two years of application and operational phasing.

PART II - NARRATIVE

1. The Community

A. The industrial seaport City of Hoboken, New Jersey, is one of the most densely populated communities in our nation, with a 1960 Census population of 48,441 living in a mile square area. More recent (1965) CAP surveys indicate the population is now 49,451.

Hoboken truly reflects an urban multi-cultural population distribution. The following "Household Population Distribution" statistics indicate the extraordinarily high percentage of Puerto Rican families, which, if coupled with the large number of Foreign Born families point up the magnitude of this problem.

HOUSE POPULATION DISTRIBUTION (CAP Survey)

There are 3,800 Puerto Rican households out of the 15,450 listed households in our community.

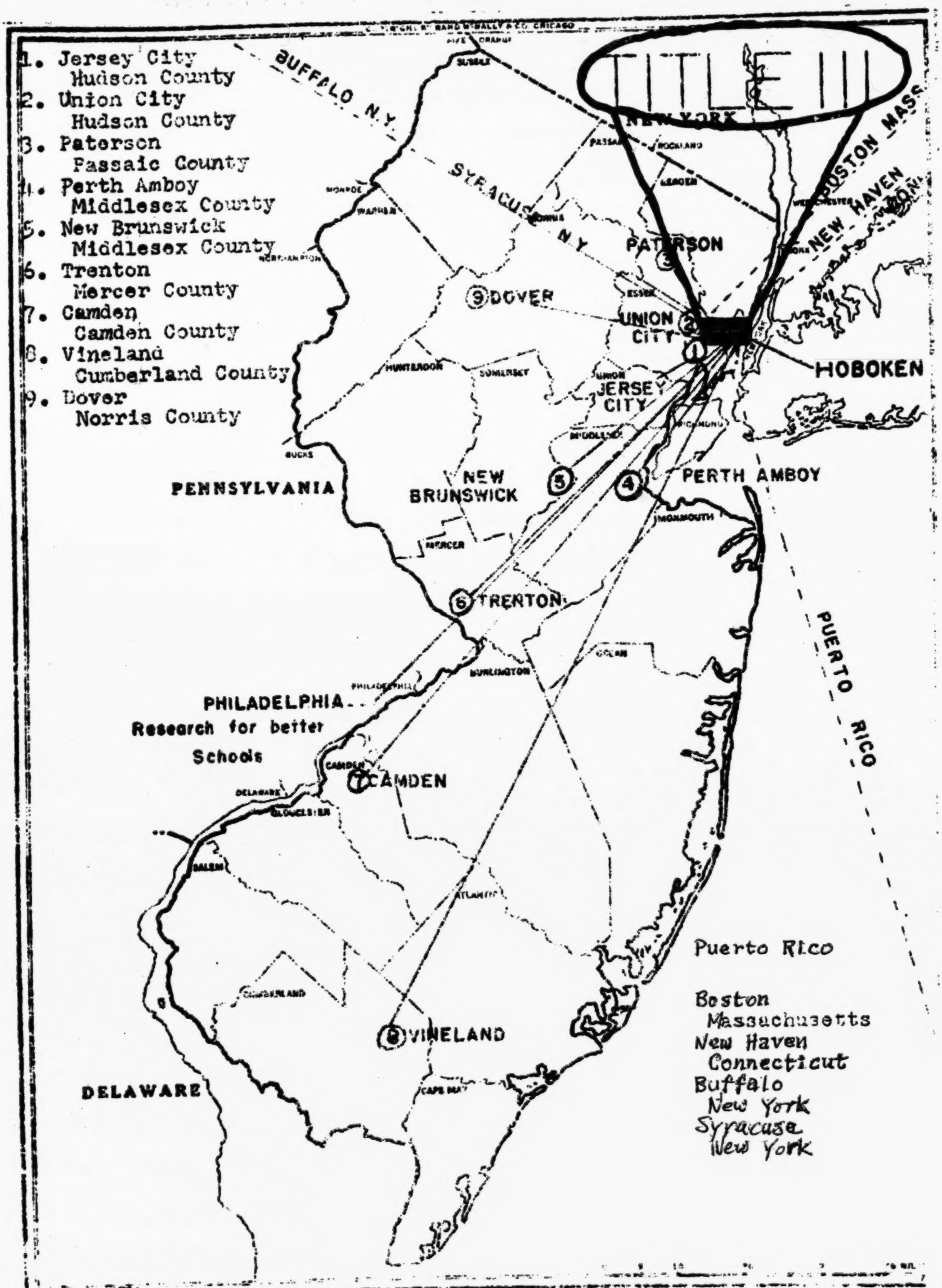
B. See attached map

II. A. Hoboken is ideally located in the North Eastern portion of the State of New Jersey. It is at the hub of the great Metropolitan Cultural Center served by New York City and Hudson County. Within a radius of 10 miles are the doors of the richest educational and cultural institutions of our nation.

Hoboken possesses 6 public elementary schools (K-6), 2 public Jr. High schools (7-9) and 1 public Senior High school (10-12). In addition, there are 6 non-public elementary schools (1-8) and two private academies (9-12). Stevens Institute of Technology graces our eastern border-

AREA TO BE SERVED BY HOBOKEN TITLE III PROGRAM

1. Jersey City
   Hudson County
2. Union City
   Hudson County
3. Paterson
   Passaic County
4. Perth Amboy
   Middlesex County
5. New Brunswick
   Middlesex County
6. Trenton
   Mercer County
7. Camden
   Camden County
8. Vineland
   Cumberland County
9. Dover
   Norris County



Puerto Rico

Boston
Massachusetts
New Haven
Connecticut
Buffalo
New York
Syracuse
New York

line; the third oldest public library in the State, Hoboken's Public Library, is part of our heritage; The Hoboken Industrial School, established in 1885, is the precursor of the modern High School Industrial Arts Curriculum, and Vocational and Technological High Schools, is another cultural heritage of this seaport community; Religious and Civic Institutions and groups are numerous and concerned; Municipal officials are newly alert and the CAP organization is well structured, functioning and cooperative.

Jersey City State College and St. Peter's College are adjacent to our boundaries, as are the Colleges and Universities of Paterson, Montclair, Seton Hall and Fairleigh Dickinson, within the 10-15 mile radius in New Jersey. Across our eastern border, the Hudson River, within minutes and shorter miles are the myriad riches of New York City's educational and cultural institutions. In view of its size, facilities, location and needs, it is significant to note that the Hoboken School Community could serve as a demonstration model where research and techniques can be applied to the problems posed by the impact of multi-cultures on a community.

B. School surveys (LEA and Non-Public), Community surveys (CAP), have identified those who are not functioning in light of their evident potential.

Reasons for this have been analyzed and are listed in order of greatest impact.

1. Communication disabilities
2. Limited educational achievement
3. Unemployment
4. Inadequate housing
5. Finances
6. Multi-cultural confusion

Individuals may fall in one of these categories, but more often you will find a combination of two or more with some covering the complete gamut.

These community surveys have indicated that over 70% of Hoboken's population can be classified as culturally and/or linguistically handicapped. In view of the above facts and coupled with the school statistics, which indicate a growing percentage of children from these groups, the highest priority has been assigned to a program which will significantly aid them.

C. Evaluations of our past and current programs, discussions with students, staff, community and business representatives have all indicated that the traditional approaches to the problems caused by multi-cultural confusions have not effectively aided in the attainment of the goals of community and school assimilation. A new and innovative strategy can and must be employed which will attack the basic resistive forces inhibiting this assimilation process. We see these forces as middle class values and attitudes, dearly held by school staff and the power structure of the community, as well as the values and attitudes of the Puerto Rican and Foreign Born families.

Insights and experiences must be provided which will produce the needed changes in these attitudes before assimilation can take place. Our problem is an ever growing one as illustrated by the following:

1. In 1953 when this problem first came into focus, our new Puerto Rican citizenry composed but 3% of our school population, whereas today it has risen to 34%. Concomitantly our Foreign-Born student population rose from 2.2% to 9.4%, thus within the period of 13 years our educational program has absorbed a foreign language oriented student population of 43%. The traditional, but economically limited measures taken during this period made strides towards but could not make a significant breakthrough in solving the problems inherent in the community and educational structures.

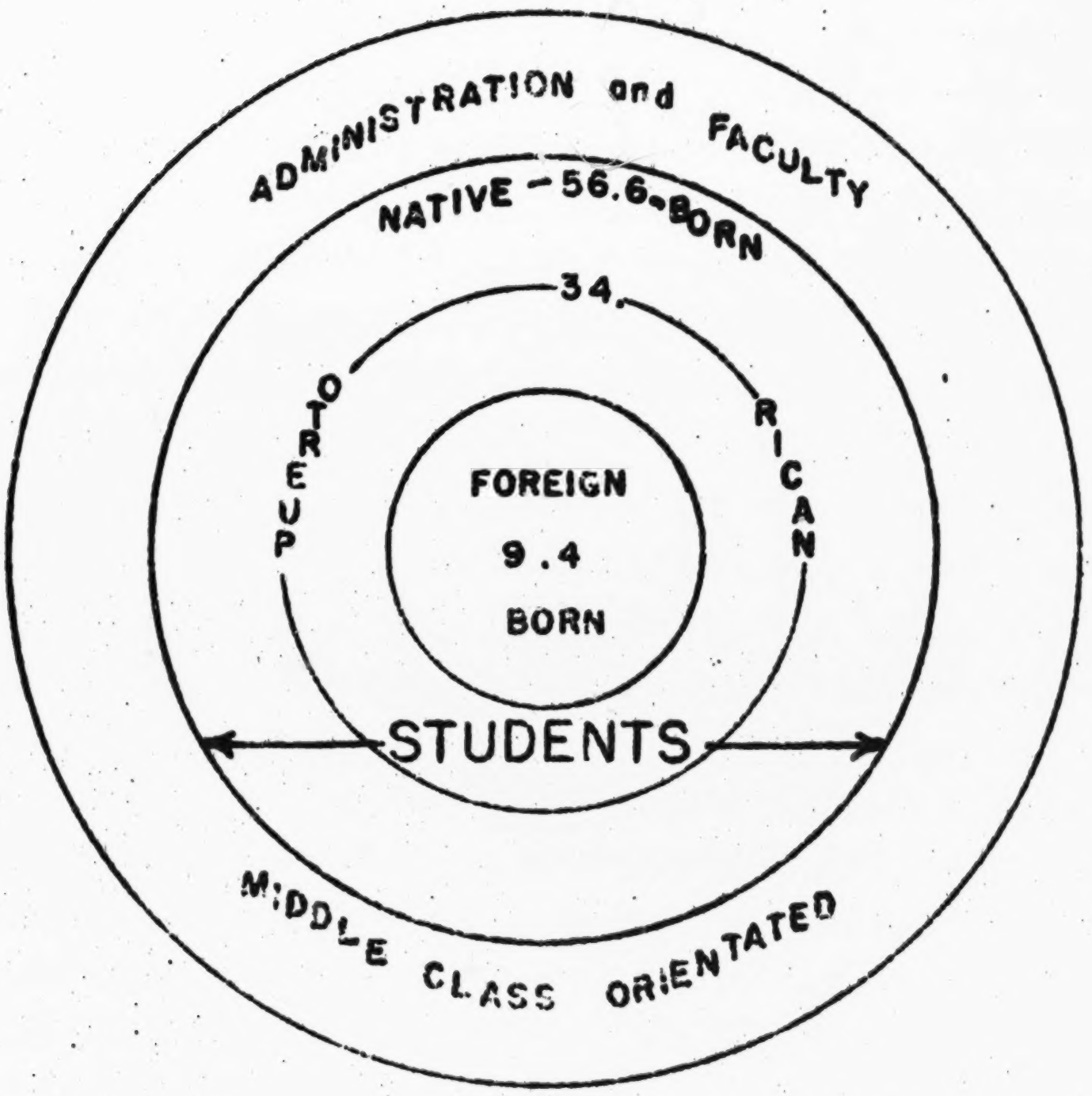
How then can the breakthrough be made? We propose to develop new methods and techniques to encourage the Puerto Ricans, the Foreign Born and the Native Born pupils of Hoboken to reach high standards of achievement, and we propose to provide ways for assimilating a multi-cultured population, both in the educational program and in the life of the community itself.

We plan to place positive emphasis on the social, cultural and intellectual heritage of the various racial, cultural and national groups making up the City of Hoboken.

We hope to find new ways of identifying, utilizing and coordinating community, county, State and Federal resources concerned with meeting the needs of children.

By using a multi-faceted approach we intend, through the educational program, to assess and develop human potential

THE CIRCLE-of-EDUCATION



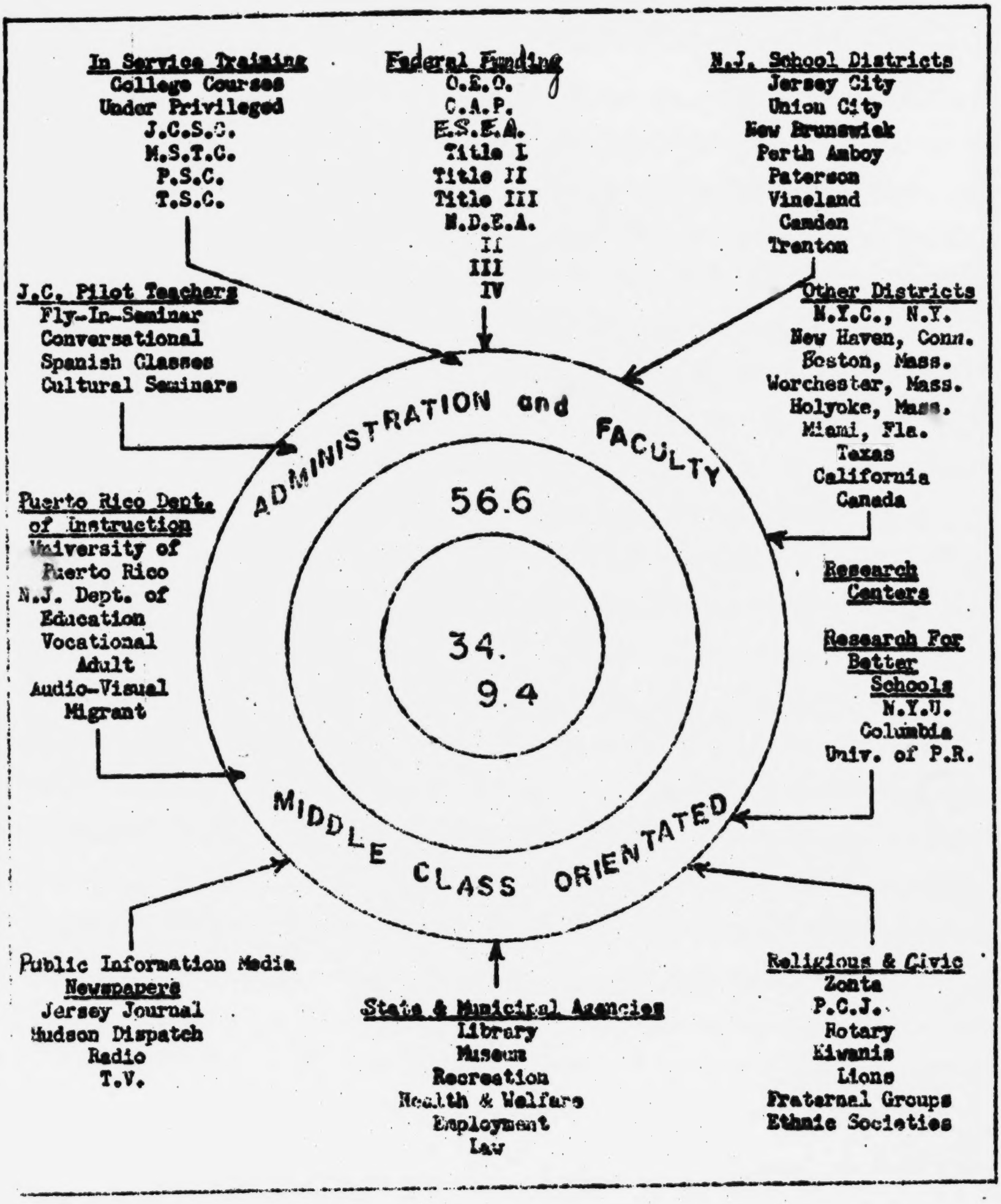
TEACHING AMERICAN CULTURE

and thereby enriching the lives of these individuals as well as aiding them in contributing to the good life of the community in which they will live and work.

This will enable Hoboken, through its schools not only to resolve its own purposes but also to serve as a model demonstration laboratory for other communities.

We believe that the school, as the one community institution that comes in close and prolonged contact with children and youth, enjoys a unique and strategic responsibility and opportunity for assisting culturally unassimilated youth. The school can make a direct and significant contribution in a community-wide program aimed to identify and assist those who have not been permitted or encouraged to become participating and contributing members of our schools and community.

It is fully recognized that there are limitations on what the school can accomplish with and for culturally unassimilated youth. During the life span of these children, the school exerts its influence only after much learning has already taken place. Success in attaining full assimilation cannot be forthcoming without the recognition and involvement of other powerful forces. The family, housing, neighborhood, peer group, labor and business organizations, municipal, state and federal agencies and mass media are all forces which must be mobilized in order to maximize and direct all positive influences toward the solution of this problem of effectively absorbing many culturally different groups into a community.



OUTER FORCES FOR EFFECTIVE ASSIMILATION PROCESS

In addition to the above mentioned forces which must be brought to bear on this problem, our situation clearly demands involvement of the Commonwealth of Puerto Rico and all its agencies particularly the Department of Instruction. Our previous experiences with the Department of Instruction through the teacher-exchange program and the Fly-In Seminar have demonstrated that effective breakthrough can only be made by a two pronged attack developed cooperatively by our school community and the Puerto Rican Commonwealth.

The critical areas of Teacher-Staff understanding and training, curriculum planning and development, and techniques of orientation for life in the continental U.S. are all areas which must be developed and implemented cooperatively. We are extremely optimistic about achieving success in this phase since the officials in Puerto Rico have indicated their full agreement as to procedures and our cooperative roles.

The school agency can achieve its maximum effectiveness only to the degree that it satisfies four major needs: First, that the teachers and educational staff fully understand the problems and their roles. Second, that the curriculum of the school includes aims, methods, materials and climate conducive to learning and i.e. the assimilation process. Third, if ancillary services, including testing, counseling, job placement, case work and health services, are available and accessible to these children at the time of need; and Fourth, that the school truly becomes a member of the community team and meshes its services with other public and private agencies

that can and will work closely with the culturally unassimilated children and their families.

To date, the use of our traditional school methods (specialized and orientation classes, individual instruction, cultural assembly programs and trips, pupil-parent interviews) plus a few attempts of experimentation (Teacher-Exchange program with Puerto Rico, Fly-In Seminar to Puerto Rico, Pilot-Teacher training program with Jersey City State College, new curriculum materials) have given insights and have indicated new approaches toward a more rapid and thorough process of assimilation for all. These approaches, however, need to be implemented to a degree far beyond the local community's present financial ability to support. We believe that the impact of this proposed three year project will be such that the local Board of Education will be in a position to continue the proven techniques developed.

In Addition, situations exist to indicate similar pockets are emerging throughout communities in our State of New Jersey, as well as other states. Research and experimentation have taken place in scattered locations throughout the country. We feel our situation and needs could justifiably be utilized as a "MODEL DEMONSTRATION LABORATORY" in which the best of this research and experimentation could be applied in the practical arena.

It is known that our Puerto Rican concentration of students is proportionally the highest of any place outside of the Island itself. Officials from the Commonwealth of Puerto Rico, Department of Instruction, have visited our schools and studied our attempts to resolve the school and community

Puerto Rican relationships. Admittedly, the program designed is superior in breadth and depth, yet it still falls short of achieving the goals of full assimilation.

Added to the Puerto Rican assimilation problem is an additional 9.4% of our student body who are foreign-born and linguistically handicapped. Techniques developed under this project could be applicable for their assimilation as well.

We maintain that the remaining 57% native born students will measurably advance educationally in direct proportion to the alleviation of the stresses which a multiplicity of "LANGUAGE BARRIER" groups create. In addition, we feel that the native born and assimilated segment of our school population has a responsibility to assist in the total assimilation process. Use of this group to be part of "conversational" teams to talk with the linguistically handicapped in a planned program and to convey the "rules of the game" i.e. the do's and the don'ts of successful participation in our culture, should result in effectively accelerating the assimilation process by giving needed insights to all children.

We also make the assumption that cultural understanding and i.e. changed attitudes, will result in a higher teacher retention rate for urban communities or inner city situations. We intend to analyze the results in this light.

Because of the nature of our needs and the ideal setting provided by this community, we propose to become the "REPOSITORY AND EXPOSITORY SITE" for uniting the scattered research

and experimentation and to apply it for the development of new techniques and materials as related to the problem of the Culturally-unassimilated and Linguistically-handicapped.

III. OBJECTIVES

1. Develop for staff an improved understanding of the culture, background and lives of the Puerto Rican and Foreign Born students, and the roles the staff must assume in the assimilation process.

2. Identify, assess and further develop the human potential of our culturally unassimilated and linguistically handicapped children.

3. Develop a classroom and community rapport to permit the cultures of all groups to stimulate and enrich the total culture of this community.

4. Develop an effective curriculum with specific instructional materials and techniques which will serve as the catalyst for the assimilation process.

5. Prepare and train present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically handicapped children.

6. Utilize all resources available to the community including State and Federal programs, which will enable the Puerto Rican and Foreign Born population to effectively take their place as full participating and contributing members of our community.

7. To serve as a demonstration arena for the development of new practices and procedures in this area and further serve other communities in the State and Nation who have similar needs and problems.

D. Hoboken, New Jersey is an old city (111 years) which has and is suffering from the ills and problems facing most urban centers today. A fleeing middle-class, loss of large business corporations to the suburbs, rising costs of minicipal government and concomitantly a high tax rate, all contributing to Hoboken's financial inability to support the type of program necessary to fully achieve our goals. The following statistics* will graphically indicate comparative resources available in the State:

New Jersey Communities	Equalized Valuation for pupils in residence A.D.E.	Total Average Enrollment Day School Cost	Tax Rate School	Tax Rate Debt Service	Tax Rate Total
Perth Amboy	$ 31,335	$ 515.44	1.11	.03	3.06
New Brunswick	38,191	563.78	1.31	.04	3.07
Trenton	20,956	493.70	1.87	-	5.21
Paterson	25,212	474.02	1.72	.09	4.05
Passaic	33,234	512.28	1.52	.12	3.91
Vineland	25,150	421.94	1.46	.15	3.01
Camden	15,524	374.15	1.52	.01	4.51
Newark	21,548	501.67	2.13	.18	6.10
Union City	22,136	560.64	2.31	.04	6.40
Bayonne	37,241	523.87	1.27	.02	4.31
Jersey City	26,229	450.34	1.51	.08	5.58
Hoboken	13,910	516.63	2.20	.22	7.06

The statistics clearly indicate that Hoboken with the lowest equalized assessed valuation of ratables behind each student enrolled (A.D.E.) together with the cost figures per child and its tax rate, is exerting a financial effort to a far greater proportion than any other community in our State with a similar problem.

* Statistics obtained from the Fourteenth Annual Report of the Commissioner of Education (New Jersey)..Financial Statistics of School District - School Year 1964-65 - Latest report available.

IV. PROCEDURES

April 1, - December 31, 1967

A. Develop with Puerto Rican Department of Instruction, a program of cultural understanding for Hoboken staff members which would include the following:

1. Set up and organize a planned series of Fly-In Seminars for small groups of teachers and administrative staff.
2. Structure of Fly-In Seminars would include living and working in a Province school for 1-2 week period. Workshops developed with Puerto Rican Department of Instruction and University of Puerto Rico. Stress placed on the culture of the Puerto Rican i.e. their history, music, art, literature etc. Development of curriculum materials for the teaching of the linguistically handicapped and culturally unassimilated child.
3. Sessions in Puerto Rico would also include use of our staff to develop insights and techniques needed for Puerto Rican families moving to the States.
4. Plan these Fly-In Seminars on a two year basis to involve the maximum number of educational staff and community leaders on a regularly scheduled basis.
5. Develop follow-up procedures in which returning participants from Fly-In Seminars are used as resource people for an on going In-Service program for the total community called "Operation Understanding." This would include demonstration of techniques, materials and eval-

uation of effectiveness by implementation in classroom and community.

6. Expansion of our present Teacher-Exchange Program with Puerto Rico and development of cultural identification techniques which will have validity for our other culturally assimilated groups.
7. Develop a Hoboken School Resource Center which would utilize a School-Community Assessment team to identify and assess the human potential of these children, translate cultural insights and make recommendations which will effectively develop the potentials of all children and result in a quality education for culturally unassimilated and particularly linguistically handicapped children.

B. Set up an Educational Task Force to visit, gather, evaluate all the research and promising practices available particularly in communities faced with similar problems.

1. Task Force would be composed of Hoboken staff members-consultants from universities and/or State Department of Education, and Puerto Rican exchange teachers.
2. Surveys and analysis of on going programs by visitation to various communities.
3. Examination of all pertinent research conducted in the area.
4. Development of Pilot Programs to assess the value of promising practices.
5. Evaluate all techniques and make recommendations for possible adoption.
6. Explore the development of specifically designed instructional materials which will aid the learning process and speed assimilation. These could be possibly

patterned after the Bank Street approach to the problems of the disadvantaged child.

C. Involvement of all forces needed to speed up and effectuate the assimilation process in the initial and adaptive phases of the project.

1. Religious institutions and non-profit private schools.
2. Municipal Government Agencies - Health Department - Welfare - Housing - Police, etc.
3. Business and Labor Leaders - Chamber of Commerce - Unions, etc.
4. O.E.O. Community Action Program - "HOPES"
5. State Employment Service
6. Mass Media - local radio and television stations - newspapers - Hudson Dispatch - Jersey Journal.
7. Civic Groups - Rotary - Lions - Kiwanis - Women's Clubs - P.T.A.'s,etc.
8. Educational, Cultural and Recreational Resources - Stevens Institute of Technology - Public Library - Jersey City State College - Hudson Symphony Orchestra - State Department of Education, etc.
9. Participation of representatives from the following communities in New Jersey who have similar problems.
    1. Union City
    2. Jersey City
    3. Vineland
    4. Camden
    5. Trenton
    6. Paterson
    7. New Brunswick
    8. Perth Amboy
10. School children and their parents

D. The School and Community (including all above "forces") will cooperate in order:

1. To determine ways of working together
2. To determine community needs with regard to
   a. Housing
   b. Employment
   c. Welfare Services
   d. Cultural Offerings
   e. Educational Program
   f. Recreation for all
3. To find ways to resolve blocks to pupil progress
   a. Drop outs
   b. Work study programs
   c. Preventing failure
   d. Physical well being
   e. Communicative skill
   f. Understanding limitations
   g. Attitudes toward authority
   h. Unacceptable behavior
4. To set up "area" planning groups (wards)
   a. Discussion of pertinent particular needs
   b. Establishing rapport - Board of Education - City Government - Agencies -
   c. Surveys
   d. Short term - long term planning
   e. Ways of meeting needs of youth
   f. Education
5. Interpreting agency offerings and needs

6. Developing leadership
7. Meeting the special needs of new residents
   a. Communications - language
   b. Financial
   c. Employment
   d. School placement
   e. Local - County services
   f. Spiritual guidance
   g. Relieving cultural confusion
   h. Understanding laws - rules and regulations

V. EMPHASIS

Our project is designed to present a new and innovative solution to the problems of culturally unassimilated children, particularly those who have linguistic handicaps. We propose achieving this assimilation by creating a climate of cultural understanding in the schools and community in which the values of the Puerto Rican, Foreign Born and other culturally unassimilated will be reflected in the curriculum of the schools and the life of the community.

Such innovative procedures as an "on-site" inspection and confrontation at the primary source level in Puerto Rico for staff, development of a "Hoboken School Resource Center" and total school-community involvement in the process presents a departure from the traditional approaches. Our experiences in pilot programs involving a "Fly-In Seminar" to Puerto Rico, a Teacher-Exchange Program with Puerto Rico and evaluation of techniques utilized in our "Orientation" program have proven to be of the highest quality and we believe them to be exemplary. In fact, the provisions to meet much needed services which have been developed for our local requirements from our model programs are such that this project will certainly become "Adaptive."